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ABSTRACT

The annotated bibliography on Gifted--Handicapped/Disadvantaged/Underachievers contains approximately 65 abstracts and associated indexing information for documents or journal articles published from 1957 to 1976 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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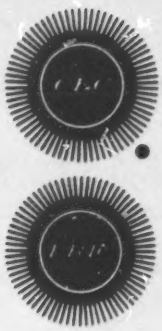

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Gifted—Handicapped/ Disadvantaged/Underachievers

A Selective Bibliography

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Exceptional Child Bibliography Series No. 660

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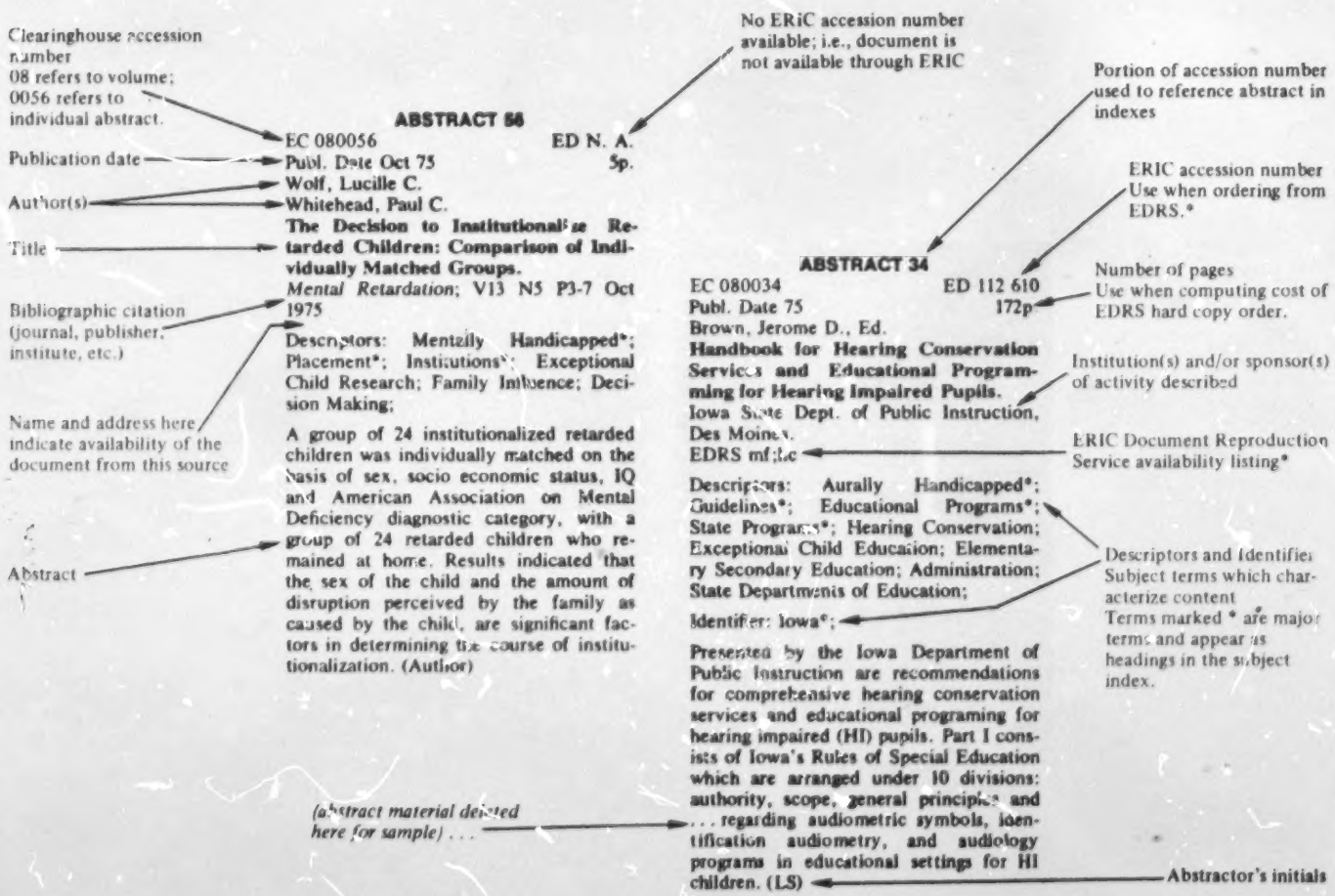
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Abstractor's initials
ABSTRACT 56
EC 080056
Publ. Date Oct 75
Wolf, Lucille C.
Whitehead, Paul C.
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ED N. A.
5p.
ABSTRACT 34
EC 080034
Publ. Date 75
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and . . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
ED 112 610
172p

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Excepticnal Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 197-) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 4 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 21204

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally **Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association **Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6095, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni-**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 1830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark Delaware 19711

Rehabilitation Digest, One Yonge Street Suite 2110, Toronto Ontario M5E 1E8 Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2001

EC 004 871
Publ. Date 69 373p.
Roucek, Joseph S., Ed.
The Slow Learner.
EDRS not available
Philosophical Library, Inc., 15 East 40th Street, New York, New York 10016 ($10.00).

Descriptors: exceptional child education; slow learners; teaching methods; learning difficulties; programed instruction; English; social studies; sciences; mathematics; counseling; spelling; retarded readers; preschool programs; dropouts; underachievement; gifted; disadvantaged youth; Negroes; motivation; social influences; minority groups; economic disadvantagement

Papers on the slow learner treat physical defects and learning abilities, social and economic background as an obstacle to learning, the causes of dropouts and lapses in study, and the limitations and potential of the ungifted. The contribution interest in the slow learner has made to education is discussed; also discussed are problems of the socially unmotivated, the slow gifted, the racially deprived, and the black. Further papers consider the slow learner and school counseling, Head Start and other preschool enrichment programs, English, social studies, science teaching, mathematics, programed instruction, reading, and spelling. A selected bibliography of books and periodical articles is provided on each of the above areas. (JD)

ABSTRACT 1999

EC 04 1999 ED N.A.
Publ. Date 72 10p.
Schale, Florence C.
Exploring the Potential of the Monocularly Blind for Faster Reading.
EDRS not available

Academic Therapy; V7 N4 P401-10 Sum 1972

Descriptors: exceptional child research; partially sighted; gifted; speed reading; reading speed; visually handicapped; adolescents

The study investigated the page-at-a-glance reading phenomenon in two gifted adolescent readers who used only monocular vision (although they had sight in both eyes). The study also explored implications for teaching the monocularly blind to read faster. It was assumed that if the subjects could maintain phenomenal reading rates with one eye masked and still comprehend over 70% of material read, similarly gifted monocularly blind students might do likewise. A photoelectric nystagmographic (PENG) instrument recorded duration of fixations made during reading. Using only the right eye, the two subjects were able to scan nonfictional articles of general interest at rates of less than 1 second per page with excellent comprehension. Suggested contributing factors were the conditioning process of a reinforced reading program, above average reading ability before the program, highly developed eidetic imagery, and strong dominance personality traits. (KW)

ABSTRACT 1866

EC 05 1866 ED N.A.
Publ. Date May 73 6p.
Halpin, Gerald and Others
Relationships Between Creative Thinking, Intelligence, and Teacher-Rated Characteristics of Blind Children.
Education of the Visually Handicapped; V5 N2 P33-8 May 73

Descriptors: exceptional child research; visually handicapped; blind; childhood; creative thinking; rating scales; performance factors; correlation; psychological characteristics

Studied were relationships between creative thinking and teacher ratings of mobility, adjustment to blindness, social acceptance, dependence-independence, conformity, rigidity, curiosity, academic achievement, and intelligence in 63 blind children between 6 and 12 years of age. Four activities of the Torrance Tests of Creative Thinking were individually administered to the children. The blind child scoring high in verbal flexibility was more likely to be rated as nonrigid, adaptable, flexible, and acceptable to change while the child scoring high on verbal fluency, verbal flexibility, and verbal originality, and intelligence was more likely to be rated high on curiosity. Conclusive data regarding any relationship between creative thinking and mobility, adjustment to blindness, social acceptance, dependence-independence, and conformity were not found. Tests of creativity gave information about individual differences not obtainable by traditional intelligence measures. (DB)

ABSTRACT 2570

EC 05 2570 ED N.A.
Publ. Date Sum 73 3p.
Elkind, Joel
The Gifted Child with Learning Disabilities.

Gifted Child Quarterly; V17 N2 P96-7, 115 Sum 1973

Descriptors: exceptional child education; gifted; learning disabilities; ability identification; educational programs; perception

The gifted child with learning disabilities may fail to be correctly identified, and requires a special educational program. Individual testing is necessary to identify his high abilities and specific disabilities. The educational program should capitalize on his strong perceptual modalities while stengthening weak modalities. (DB)

ABSTRACT 623

EC 06 0623 ED N.A.
Publ. Date Oct 73 27p.
Kuschel, Rolf
The Silent Inventor: The Creation of a Sign Language by the Only Deaf-Mute on a Polynesian Island.
EDRS not available
Sign Language Studies; P1-27 Oct 1973

Descriptors: exceptional child research; aurally handicapped; deaf; adults; males; case studies; manual communication; sign language; foreign countries; cross cultural studies; cultural factors; communication; thought transfer; creativity

Described is the study and classification of a sign language developed by 59-year-old male Kangobai, the old only deaf-mute in 24 generations on the isolated island of Rennell in the British Solomon Islands. The author/researcher explains prestudy preparations such as learning the language, and cultural, economic, and historic aspects of the island's Polynesian subculture. Discussed are the society's versions of causes for Kangobai's deaf-mute state, Kangobai's high social position due to characteristics such as birth in a high status family, high intelligence, and proficiency in fishing and gardening (status abilities). The author tells of collecting data aided by an interpreter's prompting of Kangobai to demonstrate signs which were photographed in still and motion pictures. Explained is classification of 250 signs on the basis of gestures immediately decipherable by members of other cultures, by members only of Kangobai's culture, and by a few selected members of the immediate culture. (Examples are given in text and photograph). Determinants in Kangobai's sign language which might aid in immediate decipherability of deaf sign are considered as are two tentative hypotheses for decipherability of a sign language in the communication process. Kangobai's creation of a sign language is seen to be different from creation of sign language by other single deaf-mute developers in that Kangobai could not depend on nonverbal gestures (the society is more verbal than gestural) and thus be focused on visual cues of a given situation in a realistic way to transcend his isolation. (MC)

ABSTRACT 1298

EC 07 1298 ED N. A.
Publ. Date 70 320p.
Baker, Harry J.
Biographical Sagas of Will Power.
Vantage Press, Inc., 516 West 34th Street, New York, New York 10001

Descriptors: exceptional child research; handicapped; gifted; creative ability; high achievers; biographies; personal adjustment; environmental influences; success factors; motivation;

Presented are biographical sketches of 54 individuals whose will power assisted them in making significant contributions to society despite such handicaps as social deprivation, and sensory and orthopedic impairments. The sketches are grouped according to major field of interest, including poets (such as Rudyard Kipling, Elizabeth Browning and Lord Byron), novelists (such as Phyllis Bottome and Aldous Huxley), thespians (such as Ethel Barrymore and Sarah Bernhardt), composer-conductors(such as Beethoven and S. Rachmaninoff),

educators (such as Louis Braille and Booker T. Washington), and electrical engineers (such as Thomas Edison and Gugliemo Marconi). Provided is a summary of such aspects as ages, nationalities, personal handicaps and family problems. (CL)

ABSTRACT 317

EC 08 0317 ED N. A.
Publ. Date Win 76 5p.
Vautour, J. A. Camille.
Discovering and Motivating the Artistically Gifted LD Child.
Teaching Exceptional Children; V8 N2 P92-96 Win 1976

Descriptors: Learning Disabilities*; Gifted*; Art*; Reading Skills*; Teaching Methods*; Exceptional Child Education; Multiply Handicapped; Motivation; Talent Identification;

Four learning disabled students identified as artistically gifted participate in a reading program in which they write and illustrate stories and use an audio dictionary to practice new vocabulary. (CL)

ABSTRACT 1024

EC 001 066 ED 018 505
Publ. Date Sep 65 200p.
Karnes, Merle B. And Others
Culturally Disadvantaged Children of Higher Potential: Intellectual Functioning and Educational Implications.
Champaign Community Unit 4 Schools, Illinois
Illinois Department-For Program Planning For The Gifted, Springfield
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; educational needs; elementary school students; culturally disadvantaged; intelligence; testing; achievement; family characteristics; social characteristics; creativity; family attitudes; psycholinguistics; parents; emotional development; Negroes; socioeconomic status; social attitudes; socioeconomic influences

To determine educational needs of culturally disadvantaged children, 202 children in the top 20% in intellectual ability within a disadvantaged group of 1400 in six elementary schools were selected for study. Subjects ranged from 5-7 to 12-10 in age, from kindergarten to grade 6, and had a mean Binet IQ of 113. Analysis of data indicated that, of the 85 white and 118 Negro children, 120 were in the upper-lower socioeconomic status group (SKES) and 83 were in the lower-lower. The subjects consistently rated below the upper 20% of the general population on intelligence, psycholinguistic abilities, and achievement. SES was correlated with intelligence and with elaborateness (creativity), but the Illinois Test of Psycholinguistic Abilities subscales on auditory vocal association, visual motor association, and visual motor sequential were a function of race rather than SES. Children's perceptions of peer acceptance, and children's extrapunitiveness were related to SES. Differential relationships in older and younger children were found with attitudes of fathers and mothers, and with children's reactions to frustration. Negro children did not feel well accepted by peers or parents, and their parents expressed more authoritarian controlling attitudes (but not more hostile rejecting attitudes) than Caucasian parents. Impunitive children tended to score higher on creativity than extrapunitive or intrapunitive children. (CB)

ABSTRACT 733

EC 002 731 ED N.A.
Publ. Date Oct 67 5p.
Adler, Manfred
Reported Incidence of Giftedness among Ethnic Groups.
John Carroll University, Cleveland, Ohio
EDRS not available
Exceptional Children; V34 N2 P101-5 Oct 1967

Descriptors: exceptional child research; gifted; cognitive processes; research reviews (publications); ethnic groups; race; Caucasian; American Indians; Negroes; Mexican Americans; Jews; minority groups; racial factors; intelligence differences; racial differences; ethnology; intelligence; incidence

Sixteen research studies on the giftedness and intelligence of ethnic groups that report national, racial, or religious distribution of differences are reviewed. Thirteen studies noted non-Caucasian ethnic differences in intellectual assessment, and groups mentioned in descending order of frequency were the Jewish, German, English and Scottish, and all others. Groups falling below the intelligence norm in descending order of frequency mentioned were the Negro, Italian, Portugese, Mexican, and American Indian. Underlying factors were not clarified; certain ethnic groups were represented in studies of gifted chidren in far greater numbers and remained fairly constant over a period of 40 years. The Jewish group was mentioned most frequently and the Negro group least frequently. More research is suggested to explain the uneven distribution of giftedness and the nature of current intelligence tests, language facility, differences in culture, socioeconomic class, environment, and schooling. A bibliography cites 27 references. (JP)

ABSTRACT 1410

EC 002 734 ED N.A.
Publ. Date Dec 66 6p.
Jansen, Verna Godmn; Gallagher, James J.
The Social Choices of Students in Racially Integrated Classes for the Culturally Disadvantaged Talented.
Champaign Public Schools, Illinois; Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS not available
Exceptional Children; V33 N4 P221-6 Dec 1966

Descriptors: exceptional child research; attitudes; gifted; disadvantaged youth; integration effects; classroom integration; integration studies; sex differences; intelligence differences; intergroup relations; social relations; disadvantaged groups; disadvantaged environment; racial integration; racial attitudes; racial differences; intermediate grades

The relation of choice of seating, working, and playing companions to race, sex, and intelligence was investigated in four inermediate level classrooms. The 100 culturally disadvantaged but gifted children (median IQ 110 to 119) were randomly assigned to two experimental groups which recieved home visitations by teachers, and two control groups. Each child was requested to write five choices each for seatmates, playmates, and workmates, the top three of which were used for the study. In control class 1, 90% of the Negro children chose their own race while in control class 2 it was 50 to 60%. The white children's choice of their own race ranged from 30 to 40% in the two control classes and 50 to 60% in the experimental classes. In experimental class 1, the Negroes chose other Negroes significantly more often than would be expected by chance; but in control class 2, the white children chose Negroes at a rate significantly higher than chance. Fewer interracial choices occurred between girls than boys, and, as in other studies of this age level, there was little cross sex choice in any of the classes. Results indicated that race did seem to be a factor in social choice in some classes under certain conditions, but not in others, and that there was little difference in choice of seatmate, workmate, or playmate. More intelligent children were not chosen significantly more often in these ability grouped classrooms. Results indicated increased social contact and empathy through integration. (SN)

ABSTRACT 1277

EC 003 104 ED 003 830
Publ. Date 65 61p.
Ackerman, Paul R.
Demonstration of the Significance of a Consultant-Teacher for the Gifted to a Small Rural Secondary School.
Kansas State Department Of Public Instruction, Topeka
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-088

Descriptors: exceptional child research; administration; teaching methods; gifted; consultants; resource teachers; curriculum development; instructional improvement; high school students; teacher certification; educational finance; school community relationship; parent reaction; program evaluation; rural schools; rural school systems; rural education; personnel

The evaluation and dissemination of information concerning the employment of a teacher-consultant for the gifted child in a rural school district was the primary problem of this study. Specifically, efforts were directed toward determining whether the addition of a teacher-consultant actually improves instruction for the gifted student, whether such a program is financially feasible for a small rural district or can be administered by persons not specially trained in special education administration, and whether more extensive guidelines for instruction and teacher certification can be developed from the demonstration, and whether the program affects the community. Twenty students (median IQ of 128 and ages 13.5 to 17) participated in the program for 1 year. Procedures involved the scheduling of the pupils for seminars and a resource room, the development of a special curriculum in scientific methods, and instituting remedial educational methodology. Also, the consultant had many tasks related to the community, the parents of the children, and other vocational-academic personnel of the school. The results were generally favorable, although several years of followup are necessary to ascertain the longitudinal results of the methods employed. (JC)

ABSTRACT 1695

EC 003 989 ED 030 250
Publ. Date 68 135p.
Tannenbaum, Abraham J.

Special Education and Programs for Disadvantaged Children and Youth.
Council For Exceptional Children, Washington, D. C.
EDRS mf
The Council For Exceptional Children, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $3.50 Paper; $4.50 Cloth).

Descriptors: exceptional child education; disadvantaged youth; teaching methods; educational programs; behavior problems; cognitive processes; perception; gifted; reinforcement; behavior change; mentally handicapped; orthopedically handicapped; speech handicapped; speech therapy; environmental influences; intelligence differences; preschool programs; visually handicapped

Nine conference papers consider the application of knowledge and methods known to special education to the instruction of disadvantaged children. Edmund W. Gordon views the disadvantaged population; Frank B. Wilderson discusses behavior disorders in children from deprived backgrounds; Harriet Green Kopp describes problems of perception and cognition among the disadvantaged; and James J. Gallagher treats the disadvantaged gifted. Also presented are the contributions of special education programs, for the following groups, to the instruction of the disadvantaged: children with learning disabilities, by Norris G. Haring and Patricia Nolen; the mentally retarded, by Wayne L. Sengstock; children with orthopedic handicaps or health impairment, by Dorothy B. Carr; and the visually handicapped by Samuel C. Ashcroft. In addition, Mamie J. Jones assesses the contributions of speech therapy. (JD)

ABSTRACT 1507

EC 005 048 ED 030 649
Publ. Date Oct 68 6p.
Corbin, Richard
A Program for the Potentially-Gifted Disadvantaged: A Progress Report.
EDRS mf,hc
The English Record; V19 N1 P42-6 Oct 1968

Descriptors: exceptional child education; academic achievement; college bound students; compensatory education; culturally disadvantaged; disadvantaged youth; educationally disadvantaged; English instruction; experimental programs; gifted; grading; reading material selection; secondary education; student evaluation; student needs; student problems; tutoring

Schools must attempt to identify and develop those gifted young people who, because of environment and background, are faced with limited opportunities for achievement. At Hunter College High School, New York City, a program was instituted in which disadvantaged, but potentially gifted students made up 25% of each entering seventh grade class. Identified largely by subjective means, the students attended a required special summer orientation program but, once admitted, they became an integral part of the student body, receiving no special treatment as a group. The first year attrition rate proved high, but the number of dropouts decreased as selection techniques improved and as faculty and students matured in dealing with the special problems of the program. Tasks not yet completed in the program include incorporating in the reading program material of literary distinction that relates to students with ghetto backgrounds, deciding on the meaning and importance of grades for intellectually gifted secondary students, and developing techniques for giving needed supplementary help to special students without setting them apart. (LH)

ABSTRACT 1193

EC 005 088 ED 031 747
Publ. Date Mar 69 8p.
Groth, Norma Jean
Vocational Development for Gifted Girls--A Comparison of Maslovian Needs of Gifted Males and Females Between the Ages of Ten and Seventy Years.
American Personnel And Guidance Association, Washington, D. C.;
Oxnard School District, California
EDRS mf,hc
Paper Was Presented At The American Personnel And Guidance Convention, Las Vegas, Nevada, Mar 30-Apr 3, 1969.

Descriptors: exceptional child research; cognitive ability; females; gifted; goal orientation; psychological needs; vocational counseling; sex differences; individual needs

Gifted girls and women have the unique aspect of attempting to fulfill needs in both the affective and the cognitive domains. Using Maslow's hierarchy of needs, this study was designed to formulate some guidelines for the vocational counseling of gifted girls and women by ascertaining their developmental need levels. Need levels were compared with those of gifted boys and men. A cross-sectional study was used to determine the developmental needs from 10 to 70 years. Data was collected from 361 gifted males and females. This data consisted of three wishes made by each subject. The wishes were used projectively to reflect the needs and valences of the individuals. Results are given in terms of valences: maturity, fantasy, physiological, safety, love, self-esteem and self-actualization. Conclusions and implications are that the years 14 and 40 are apparently traumatic for gifted women. By 40, love needs have been satiated and the suppressed cognitive needs come to the surface. At 40, many women find resistance in fulfilling these goals due to age, fear, or other external factors. References and data tables are included. (Author/SJ)

ABSTRACT 2325

EC 005 599 ED N.A.
Publ. Date Mar 70 10p.
Bruch, Catherine B.
A Proposed Rationale for the Identification and Development of the Gifted Disadvantaged.
EDRS not available
Gifted Children Newsletter; V12 N2 P40-9 Mar 1970

Descriptors: exceptional child education; gifted; disadvantaged youth; identification; Negroes; minority groups; ability; intelligence; ability identification

Issues in the identification and development of the gifted disadvantaged are presented. Responses to some questions raised by E. Paul Torrance are formulated. Abilities rewarded by disadvantaged cultures are discussed and these abilities are categorized according to Guilford's Structure of Intellect and presented in chart form. Suggestions for measurement of abilities of disadvantaged gifted students are made. (MS)

ABSTRACT 2879

EC 005 845 ED N.A.
Publ. Date Apr 70 8p.
Nelson, Donald N., Ed.
Go. Go. Go.
EDRS not available
Minnesota Journal Of Education; P26-33 Apr 1970

Descriptors: exceptional child education; gifted; talented students; rural areas; program development; educational needs; inservice teacher education; demonstration programs; community involvement; program planning; Gifted Opportunities Project

Several articles discuss Project GO designed to determine the need for special programs for gifted and talented students in a rural area and to stimulate program development. Specific aspects discussed are inservice education, demonstration classes, community involvement, and programs for the 1970s. (MS)

ABSTRACT 3453

EC 005 967 ED 041 417
Publ. Date Mar 69 67p.
Dallenbach, Jan F.; DeYoung, Kenneth N.
Special Education for the Gifted through Television.
Educational Research And Development Council Of Northeast Minnesota, Duluth
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-3-7-703-260-4955
BR-67-3260

Descriptors: exceptional child research; gifted; televised instruction; teaching methods; educational television; audiovisual instruction; achievement; elementary school students; ability identification; rural education

A project was undertaken to study the effects of in-school television programs on gifted 5th and 6th grade students in rural northeastern Minnesota. Ten inservice training workshops on the education of the gifted were held, and T.V. programs were developed (one series for the students on content, another stimulating thought processes). A battery of pre and posttests were administered to 1556 gifted students, and statistical analyses of comparisons between the pre and posttest results and between the control and experimental groups are included. Numerous descriptive, inferential, and cluster analyses were made.

On four posttests, certain subgroups of students exposed to the T.V. programs showed greater average gains than the control students, while in five instances, certain categories of the experimental students made smaller average gains. Schools' reactions were also surveyed by questionnaire, and the resulting conclusions and extrapolated recommendations are presented. (KW)

ABSTRACT 90

EC 03 0090 ED N.A.
Publ. Date 70 9p.
Joesting, Joan; Joesting, Robert
Future Problems of Gifted Girls.
EDRS not available
Gifted Child Quarterly; V14 N2 P82-90 Sum 1970
Paper Presented At Annual Meeting Of The National Association For Gifted Children (17th, New Orleans, Louisiana, November, 1969).

Descriptors: gifted; females; problems; sex differences; discriminatory attitudes (social); employment opportunities; womens education; vocational counseling

Studies concerning the problems of gifted girls and women are cited, describing their characteristics, employment status, and why so few female geniuses are in evidence. Girls' self-concept, social pressures, and outright discrimination are enumerated as obstacles hindering the full intellectual development of gifted girls. Emotional problems, family-raising problems, and lack of adequate vocational guidance are also discussed. Suggestions for counselors of gifted girls are made. (KW)

ABSTRACT 2861

EC 03 2861 ED 052 403
Publ. Date Apr 71 39p.
Exceptional Children Conference Papers: Gifted and Developmental Potential in Women and the Disadvantaged.
Council for Exceptional Children, Arlington, Virgin.a
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; gifted; females; disadvantaged groups; discriminatory attitudes (social); educational opportunities; employment opportunities; program design; conference reports

In the first of four papers dealing with gifted and developmental potential in women and the disadvantaged, Alexinia Y. Baldwin describes a curriculum package entitled Ecology the Web of Life, designed for high potential students from low socioeconomic backgrounds. It is intended to develop higher level thought processes, features several methods of inquiry, and is multidisciplinary. Jean A. Morse discusses barriers (social pressures and restrictions) faced by gifted girls while growing up which depress manifestations of their potential, and subtle and direct barriers faced by gifted women. Covered are role expectations and opportunities, discriminatory employment practices, problems in choosing and pursuing a career, and suggestions for workers in the area of the gifted. Jack L. Fadely addresses the subject of whether professional women in education, especially at administrative, higher education, and supervisory levels, find their sex a barrier to advancement and equal opportunity. Examined are issues involved, current trends, and opportunities based on a review of related studies and interviews. James L. McDuffie compares features necessary for special education programs, particularly for the gifted and retarded. Identified are key program features useful for program development and evaluation. (For other CEC convention papers, see EC 032 854-EC 032 860.) (KW)

ABSTRACT 3160

EC 03 3160 ED N.A.
Publ. Date 71 6p.
Torrance, E. Paul
Are the Torrance Tests of Creative Thinking Biased Against or in Favor of Disadvantaged Groups?
EDRS not available
Gifted Child Quarterly; V15 N2 P75-80 Sum 1971

Descriptors: exceptional child research; disadvantaged youth; creative thinking; culture free tests; test evaluation; research reviews (publications); Torrance Tests of Creative Thinking

The Torrance Tests of Creative Thinking (1966), deliberately designed to include as stimulus materials only things thought to be common to all children or strange to all children, are discussed in terms of whether, in practice, they are biased in favor of or against children from disadvantaged or culturally different groups. Reviewed are 12 studies which have investigated the question in terms either of race or socioeconomic status or both. In most cases there were no differences between black and white children on any of the measures and no consistent patterns in the relationships between socioeconomic status and the measures of creative thinking. It is pointed out that the life experiences of disadvantaged children prepare them for creative achievement, but creatively gifted disadvantaged children must be given the opportunity to develop their potentialities. (KW)

ABSTRACT 1014

EC 04 1014 ED 054 239
Publ. Date Apr 71 193p.
Smilansky, M. and Others
Secondary Boarding Schools for Gifted Students from Disadvantaged Strata. Technical Report No. 2, the Socio-Economic Background of the Students and Their Success in Secondary School. A Follow-Up Study.
National Institute for Research in the Behavioral Sciences, Jerusalem, Israel; Tel-Aviv University, Israel, Research and Development Lab for the Study of the Disadvantaged
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; culturally disadvantaged; comparative education; foreign countries; socioeconomic background; academic achievement; cultural factors; gifted; secondary school students; Israel

The report is one of a series on the results of studies conducted with the aim of understanding and assisting culturally disadvantaged pupils in the Israeli school system. A brief educational history of the country and of the theoretical basis of the research introduces this report. A detailed description of the socioeconomic background of students is given through data analysis, as is an analysis of student success in secondary schools. Findings indicate that Israel has remained consistent in striving toward defined goals by absorbing a culturally disadvantaged population, using the criteria of ethnic origin and social characteristics. (Author/DM)

ABSTRACT 1667

EC 04 1667 ED N.A.
Publ. Date 72 8p.
Torrance, E. Paul
Training Teachers and Leaders to Recognize and Acknowledge Creative Behavior Among Disadvantaged Children.
EDRS not available
Gifted Child Quarterly; V16 N1 P3-10 Spr 1972

Descriptors: exceptional child research; disadvantaged youth; creative ability; teacher role; creative development

Reported were the results of a workshop designed to train teachers and leaders to recognize, acknowledge, and develop talent or creative behavior among disadvantaged children and to encourage positive group behavior in small, racially integrated groups. Ninety-one children (age range 6 to 13 years), involving 51 blacks and 40 whites, participated in a 3-week creativity workshop and were tested periodically for their creativity levels. Results of the Torrance Tests of Creative Thinking indicated that the children made significant gains in their ability to produce original ideas on a standardized test of creative thinking. The children's general creative behavior and the teachers' role in recognizing and developing the children's creative behavior were also found to improve. (CB)

ABSTRACT 2052

EC 04 2052 ED N.A.
Publ. Date 72 2p.
Woodbury, Roger W.; Mcbride, Edd
Research in Progress: Talented Delinquents.
EDRS not available
TAG; P13-4 Spr 1972

Descriptors: exceptional child education; emotionally disturbed; delinquents; socially deviant behavior; gifted; educational opportunities; academic ability

The short article discusses the gifted and talented delinquent, who is said to often have the abilities to develop and interrelate concepts, to solve complex problems, and to understand various experiences and situations. The stereotype of the adjudicated delinquent is thought to

usually entail low intelligence. In reality, talented delinquents are found to frequently express severe discontent arising from the conflict between expectations held by the student and those held by the family, school, and community. The need for appropriate educational opportunities for talented delinquents is expressed. (CB)

ABSTRACT 21

EC 05 0021 ED N.A.
Publ. Date Oct 72 5p.
Lyon, Harold C., Jr.
Talent Down the Drain.
EDRS not available
American Education; V8 N8 P12-6 Oct 1972

Descriptors: exceptional child education; gifted; disadvantaged youth; talent utilization; special classes; educational programs; emotional problems; ability identification

The article considers the problem of educating highly gifted children (based on a recent Office of Education study) and concludes that unless they are encouraged by special programs and people their talents are often lost. Erroneous assumptions disproved by the study are that special programs for the gifted produce an arrogant elite and that gifted youngsters uniformly come from privileged backgrounds. Resolving the considerable tensions arising from being different and rejected is said to often lead the gifted child into conformity and repression of abilities. The author decries the low priority given to gifted children by both state and local systems of education. Of particular concern is the identification of gifted children from underprivileged backgrounds. Following are some of the proposals coming out of the study: The assigning of one full time staff member in each State Department of Education to programs for the gifted, the establishment of regional action teams, the formation of an institute of Career Education for the Gifted, apprenticeships, and better teaching training. (DB)

ABSTRACT 292

EC 05 0292 ED N.A.
Publ. Date Nov 72 6p.
[illegible]e, Robert G. and Others
Innovative Education for Gifted Children in Rural Elementary Schools.
EDRS not available
Elementary School Journal; V73 N2 P79-84 Nov 1972

Descriptors: exceptional child education; gifted; elementary school students; educational programs; program descriptions; special classes; problem solving; rural education

Described is a project using teaching-resource centers as a means of providing enrichment experiences for 63 gifted elementary school children in a rural school district. Using a curriculum based on problem solving techniques and affective objectives, the teacher spent 1 day a week at each of the four centers. Evaluation was based on the positive and negative reactions of the teacher (mainly positive), pupils (all preferred resource center activities over regular classroom activities), parents (80% felt the program should be continued), and regular classroom teachers (12% reported a positive change in the participants). The authors conclude that the project represents a workable program having more advantages than disadvantages for gifted elementary school children from rural areas. (DB)

ABSTRACT 1190

EC 05 1190 ED N.A.
Publ. Date Mar 73 8p.
Renzulli, Joseph S.
Talent Potential in Minority Group Students.
Exceptional Children; V39 N6 P437-44 Mar 73

Descriptors: exceptional child education; gifted; creative ability; minority groups; talent identification; disadvantaged youth; low income groups; talent utilization

Pointing out the nature and scope of talent loss among low socioeconomic and minority group members, the author identifies and explores some of the issues in the retrieval of talent potential. Strategies are suggested for identifying and maximizing the development of talent in the minority group segment of the school population. Identification procedures recommended are based on a broadened conception of talent. The author discusses some new instruments seen to be more appropriate as well as more extensive uses of existing instruments such as tests of creativity. Suggestions for developing talent potential are discussed in terms of teacher characteristics and curricular relevancy. (Author)

ABSTRACT 1219

EC 05 1219 ED 073 582
Publ. Date Mar 72 6p.
Stallings, Clifford
Gifted Disadvantaged Children.
Connecticut University, Storrs
EDRS mf,hc

Descriptors: exceptional child education; gifted; identification; urban schools; effective teaching; educational diagnosis; teaching methods; guidelines; educational trends

Presented are guidelines to help teachers effectively identify and educate gifted students from urban environments. It is said that the one consistent criteria that teachers may use to identify gifted students is the depth to which students respond to environmental items (recall of street signs or types of automobiles found on the block and analysis of community affairs). Teachers' observations and peer evaluation are also thought to be useful means of identifying gifted children. It is recommended that strategies for motivating gifted children include helping the child plan his occupational goal, finding individuals in the community who could assist teachers in developing their student's occupational model, developing communications with parents, and providing concrete experiences that allow students to explore their talents and discover their potential. Teachers are encouraged to create an environment in which community situations are the basis for learning and to develop students' leadership potential, especially at junior and senior high school levels. Educational trends such as the following are identified and commended: emphasis on early identification of talents, abolition of grade placements as presently conceived, experiences which allow divergent as well as convergent thinking, and use of systems analysis in planning students' programs. (GW)

ABSTRACT 1265

EC 05 1265 ED N.A.
Publ. Date 72 178p.
Brooks, Robert
Bright Delinquents: The Story of a Unique School.
EDRS not available
Fernhill House, Ltd., 450 Park Avenue South, New York, New York 10016 ($6.75).

Descriptors: exceptional child research; multiply handicapped; emotionally disturbed; socially deviant behavior; delinquents; gifted; adolescents; males; residential schools; followup studies; educational philosophy; interpersonal relationship; foreign countries; family role; Great Britain

Reported was a study of 135 adolescent boys who attended a residential school stressing interpersonal relationship as an important factor in the development of gifted delinquents (Kneesworth Hall) and whose behavior patterns were followed for at least 10 years after leaving the school. Presented was the historical background of the Kneesworth Hall project. The educational philosophy of the school was seen to be based on efforts to mediate the hurt and pain resulting from a poor quality of personal relationships. Discussed were the roles of intelligence, perception, and social relationships in a program intended to offer stability without rigidity. Psychiatric aspects of the school considered were the therapeutic effects of group life and the role of the psychiatrist. Most of the boys were reported to be performing academically far below their abilities on admission to the school. The longest chapter was given to 10 case studies such as that of Martin, the son of a dogmatic mother and an ineffective father who were unable to cope with the boy's criminal behavior. Briefly compared were Group A boys (67 boys who had committed no offenses during the followup period or only a single misdemeanor) and Group B boys (68 boys who were convicted of crimes during the followup period other than a single misdemeanor). It was found that Group A boys were less likely to have an absent father, more likely to come from homes of greater stability, less likely to have had inconsistent home discipline, more likely to come from small families, and less likely to have experienced a number of changes in secondary school placement. (DB)

ABSTRACT 1367

EC 05 1367 ED N.A.
Publ. Date Feb 73 6p.
Richmond, Bert O.; Norton, William A.

Creative Production and Developmental Age in Disadvantaged Children.
EDRS not available
Elementary School Journal: V73 :45 P279-84 Feb 1973

Descriptors: exceptional child research; disadvantaged youth; culturally disadvantaged; economically disadvantaged; elementary school students; child development; creativity; creative expression; visual perception; perceptual development

One hundred sixteen economically and culturally disadvantaged elementary school pupils (grades 4 through 7) were compared with advantaged norm groups on measures of creative productivity and visual-motor perceptual development. Results were reported to indicate significant relationships between developmental age and five of the following seven creativity factors: figural fluency, flexibility, originality, and elaboration; and verbal fluency, flexibility, and originality. Disadvantaged children high in developmental age were found to be likely to score higher on all the verbal creativity tasks and also on tests of figural fluency and figural originality. On the Visual Motor Gestalt Test, disadvantaged children made more errors than the more advantaged norm groups. Disadvantaged Ss also scored higher than norm groups on tests of figural fluency, lower than norm groups on measures of verbal creativity, and the same as norm groups on other figural creativity tasks. Findings were thought to offer evidence of a relation between the disadvantaged child's level of visual-motor perceptual development and his level of creative productivity. (GW)

ABSTRACT 1714

EC 05 1714 ED N.A.
Publ. Date May 73 5p.
Gallegos, Arnold M.
The Gifted Poor.
EDRS not available
Educational Leadership; V30 N8 P749-53 May 1973

Descriptors: exceptional child education; multiply handicapped; gifted; creative ability; disadvantaged; economically disadvantaged; identification; testing problems; racial factors; socioeconomic influences; permissive environment

New approaches are needed for the identification and education of gifted poor students. Though poor students score lower on standardized IQ and achievement tests it is questionable whether the IQ test is of help in identifying creativity, possibly major dimension of giftedness. Poor race and social class relations have been shown to negatively affect test performance of poor students. Possibilities for culture free tests include the measure of neural efficiency developed by John Ertl and the Johns Hopkins Perceptual Test. A new way to identify talents not ordinarily considered may lie in establishing a revealing environment in which poor children feel unthreatened and able to permit the full range of talent expression. The environment would need to be noncompetitive and provide for learning opportunities to feed discovered talents. (DB)

ABSTRACT 2250

EC 05 2250 ED N.A.
Publ. Date Feb 72 8p.
Passow, A. Harry
The Gifted and the Disadvantaged.
EDRS not available
National Elementary Principals; V51 N5 P24-31 Feb 1972

Descriptors: exceptional child education; multiply handicapped; gifted; disadvantaged youth; educational trends; educational programs; educational planning; discriminatory attitudes; curriculum development

Educational programs for the gifted and educational programs for the disadvantaged have often been viewed as having opposing goals with special provisions for the gifted attacked on the basis of alleged discrimination against the disadvantaged. Curricular changes for the gifted can be described as either vertical (acceleration), horizontal (enrichment), reorganizational, and augmentational. Little attention has been given to the provision of the development of nonacademic talents. In the abandonment of discriminatory ability grouping educators have often failed to provide any curriculum differentiation to meet individualized needs. Disadvantaged students are the victims of both educational and environmental forces which decrease the chances of their talents being identified and nurtured. In considering children who are both gifted and disadvantaged more attention should be given to identification, program development, staff development, enrichment of the learning environment, development of bilingual and multicultural educational strategies, development of guidance services, and development of financial resources. Educators and citizens need to affirm their commitment to the development of talent wherever it is found, realizing that talent is not the prerogative of any racial or ethnic group, any social class, or any residential area. (DB)

ABSTRACT 2382

EC 05 2382 ED N.A.
Publ. Date Jun 73 3p.
Pysh, Fred
Are the Gifted the New 'Disadvantaged'?
EDRS not available
Kootenay Centre for the Gifted Journal; V1 N1 P8-10 Jun 1973

Descriptors: exceptional child education; gifted; educational trends; trend analysis; identification; motivation; teacher role

A study of educational trends reveals that the gifted may be 'disadvantaged' in terms of appropriate educational creativity research; special programs have been discontinued; and the use of individually prescribed instruction is thought to automatically accommodate the gifted. Some trends such as the implementation of a double entry system for school beginners and the search for a culture free intelligence test bode well for the gifted. Identification procedures should encompass more than the traditional IQ score; research needs to be carried out on the causal relationships in achievement motivation; and the role of the effective teacher of the gifted needs to be investigated. (DB)

ABSTRACT 195

EC 06 0195 ED 082 425
Publ. Date Sep 73 7p.
Baldwin, Alexinia
Instructional Planning for Gifted Disadvantaged Children.
Connecticut Univ., Storrs. National Leadership Institute Teacher Education/Early Childhood.
EDRS mf,hc
National Leadership Institute, Teacher Education/Early Childhood, The University of Connecticut, Storrs, Connecticut

Descriptors: exceptional child education; gifted; disadvantaged youth; class activities; teaching methods; curriculum development

Discussed is instructional planning for gifted disadvantaged children with emphasis on appropriate teaching strategies and learning activities. Noted are gifted high achievers, from disadvantaged backgrounds such as Thomas Bradley, the mayor of Los Angeles. Possible organizational patterns listed include team teaching, open education, and extended school days. Stressed for programing is the development of both basic skills and higher divergent thinking skills. Strategies are suggested for the development of thinking skills such as elaborative thinking, fluent thinking, flexible thinking, and originality. Learning activities described include a mathematics unit dealing with percentage, a study of journeys, a unit on colors, career education, and a simulation game on ecology. (DB)

ABSTRACT 866

EC 06 0866 ED N.A.
Publ. Date
Thomas, Susan B.
Neglecting the Gifted Causes Them to Hide Their Talents: Let's Stop Short-changing Our Gifted Children.
Gifted Child Quarterly; V17 N3 P193-8 F 1973

Descriptors: exceptional child education; gifted; disadvantaged youth; program descriptions; research reviews (publications)

Examined are causes of negative self concept, in many gifted children, programs for disadvantaged gifted children, and the trend toward more research for the gifted. Seen as the main reason for gifted children's frustations and retreat from performance is the public school concept of providing a homogeneous (equal) education for all children. Cited as examples of programs specifically designed to retrieve disadvantaged gifted children are the Retrieval and Acceleration of Promising Young Disadvantaged Children (RAPYD) program and the Higher Horizons Project Recommended is updating of J. Gallagher's 1966 summary of research on the gifted. (MC)

ABSTRACT 1097

EC 06 1097 ED N.A.
Publ. Date F 73 8p.
Torrance, E. Paul
Assessment of Disadvantaged Minority Group Children.

EDRS not available
School Psychology Digest; V2 N4 P3-10 F 1973

Descriptors: exceptional child education; disadvantaged youth; minority groups; gifted; culture free tests; testing; school psychologists; test validity; testing problems; examiners

Discussed are approaches to assessment of disadvantaged minority children that school psychologists can use to improve services. Cited among tests that seem to have no racial or socioeconomic biases are the Torrance Tests of Creative Thinking and the Alpha Biographical Inventory. Noted is the research of S. Houston on Black English. It is maintained that students should be assessed on the basis of abilities valued in their subculture. Described as two approaches to development of culturally biased tests are item purging, seen in a recent revision of the Stanford-Binet (ABDA), and constructing tests such as the Black Intelligence Test of Cultural Homogeneity (BITCH-100) that favor disadvantaged minority groups. Given to show needed examiner skills are examples of using observational skills, looking for abilities rather disabilities, and discovering the superior performance of disadvantaged black children over white gifted children in producing ideas such as the use of junk automobiles. It is suggested that school psychologists make valid assessments of nontest situation behavior.

ABSTRACT 1099

EC 06 1099 ED N.A.
Publ. Date F 73 6p.
Renzulli, Joseph S.
Talent Potential in Minority Group Students.
EDRS not available
School Psychology Digest; V2 N4 P23-8 F 1973

Descriptors: exceptional child education; gifted; creative ability; disadvantaged youth; negroes; ability identification; creativity; motivation

Suggested are ways to recognize gifted and creative children within the disadvantaged groups, particulary among the 20 million Black Americans. Among approaches cited are Torrance Tests of Creative Thinking, the Alpha Biographical Test, and the Sub-Cultural Indices of Academic Potential. Described are teather characteristics and relevancy of the curriculum that help motivate students to show their abilities. Given are the following elements of a total program to develop talent: greater flexibility, and early start in the education and socialization processes, early apprenticeship (exposure to different ways of making a living), an creation of a more open educational system. (MC)

ABSTRACT 1267

EC 06 1267 ED N.A.
Publ. Date Jan 74 4p.
Brazziel, William F.
High IQ Minority Children.
EDRS not available
National Leadership Institute, Teacher Education/Early Childhood - Technical Paper; P1-4 Jan 1974

Descriptors: exceptional child education; gifted; high achievers; disadvantaged youth; minority groups; intelligence quotient; demography; independent study; socioeconomic influences; identification

New identification procedures and programs are being provided for high IQ minority group children. A study of demographic factors has found that minority group children from families with the same five modal characteristics (two parents, four or fewer children, a father with a job rated high on an occupational rating scale, a mother with college aspirations for the children, and residence in a home they owned or with plans to buy a home) as the white norm group achieved the same spread of IQ scores as the norm group. Other identification procedures include the Torrance Tests of Creative Thinking and teacher observation. Friendly encouragement and support is probably the most important need of gifted minority students who are often successful in independent study projects. (DB)

ABSTRACT 1318

EC 06 1318 ED N.A.
Publ. Date Win 73 7p.
Sullivan, Allen R.
The Identification of Gifted and Academically Talented Black Students: A Hidden Exceptionality.
Journal of Special Education; V7 N4 P373-9 Win 1973

Descriptors: exceptional child education; gifted; negroes; racial attitudes; identification; disadvantaged youth; teacher attitudes; educational needs; discriminatory attitudes (social); teacher education

The identification and education of gifted and academically talented Black students requires that teacher-training programs make sure that trainees are aware of and can handle their racial attitudes and behaviors. Teachers must not be permitted to teach students about whom they have negative attitudes. Educators must call a halt to administering and interpreting tests which are structurally designed to exclude the Black life style; scores from such tests often are the basis for relegating Black children to classes which retard their psychological, social, and academic development. The school, family, and community should engage in processes which will help to gain the information and knowledge needed to establish sound educational programs for the identification and development of talented Black students. (Author)

ABSTRACT 1328

EC 06 1328 ED N.A.
Publ. Date Win 73 7p.
Torrance, E. Paul
What Gifted Disadvantaged Children Can Teach Their Teachers.
Gifted Child Quarterly; V17 N4 P243-49 Win 1973

Descriptors: exceptional child education; disadvantaged youth; gifted; inservice teacher education; student teacher relationship; creative ability; teaching methods

Listed and described in case summaries are examples of direct and indirect teaching used by 75 Black and white disadvantaged children, 6 to 13 years of age, with 55 teachers in a creativity workshop in 1973. Teachers are reported to have listed an average of 8.75 direct learning experiences such as how to climb a tree, and 7.72 indirect learning experiences such as how to listen more and talk less. Included among cases showing teaching ability of the children is the approach of 11-year-old Tami who used sequential strategies, contingent praise, and anticipation to teach her teacher to crochet complicated stitches. Teachers of gifted, disadvantaged, and gifted/disadvantaged children are urged to acknowledge and use the superior abilities of their students to ward off destructive 'attacks' of hostility. (MC)

ABSTRACT 1555

EC 06 1555 ED N.A.
Publ. Date Mar 74 8p.
Cooke, Gwendolyn J.
Guidance Services for Gifted Disadvantaged Children and Youth.
National Leadership Institute Teacher Education/Early Childhood Technical Paper; P1-8 Mar 1974

Descriptors: exceptional child education; disadvantaged youth; gifted; counseling; counselor role; goal orientation; parents; enrichment; summer programs; college choice; financial support; scholarships; federal aid

Considered in the monograph on guidance services for gifted disadvantaged children and youth are guidance strategies, setting goals, working with parents, summer enrichment programs, selecting a college, arranging for scholarships, and obtaining financial support. Counselors are encouraged to pursue a promotional strategy which develops the skills, attitudes, and habits necessary for development of self reliance and to help disadvantaged children learn to set goals. Parent participation in the educational program as educational facilitators, and human resorces is recommended. Briefly described are five summer programs for disadvantaged gifted students, and provided are addresses of regional associations from which to obtain summer enrichment program information. Counselors are urged to provide relevant information to allow students to make their own selection of a suitable college. Approximately 10 sources of information about scholarships are listed as well as sources of federal financial aid. (DB)

ABSTRACT 1868

EC 06 1868 ED N.A.
Publ. Date May 74 17p.
Torrance, E. Paul
Differences are not Deficits.
Teachers College Record; V75 N4 P471-87 May 1974

Descriptors: exceptional child education; gifted; creative ability; disadvantaged youth; culturally disadvantaged; identification; creative expression; cultural differences; program descriptions; intervention; guidelines

Discussed are issues in the identification and provision of special services to culturally different gifted children. It is recommended that alternative programs first find out the existing skills of the students and then integrate these skills into the educational setting. Teachers are encouraged to have students teach them skills developed in the students' subculture. Reviewed are four stages in attitudes of educators toward gifted disadvantaged from recognizing no gifted disadvantaged children through seeing the gifted disadvantaged as rare but important and valuing different kinds of giftedness to the author's identification of creative positives more likely to be found among the disadvantaged. Noted are differences of the culturally different gifted from children traditionally identified as gifted such as lower socioeconomic background and a preference for group activities. Listed are 18 creative positives such as the ability to express feelings and emotions and the ability to improvise with commonplace materials. Described is a current intervention program for disadvantaged gifted children which has guidelines such as clear structure with flexibility and opportunities to be rewarded for solving problems. The author concludes that new programs for black disadvantaged children should focus on the creative strengths of black children and emphasize the use of the arts. It is thought that a special program can provide a bridge to enable the gifted disadvantaged to compete with more advantaged children. It is thought that a variety of administrative arrangements would be suitable for special programs for culturally different children. (DB)

ABSTRACT 1936

EC 06 1936 ED N.A.
Publ. Date Win 74 11p.
Cox, Joseph
Suggested Instruments for the Identification of the Preschool and Kindergarten Disadvantaged Gifted.
Southern Journal of Educational Research; V8 N1 P198-208 Win 1974

Descriptors: exceptional child education; disadvantaged youth; gifted; ability identification; early childhood education; kindergarten; testing; resource guides; cognitive ability; spatial relationship; memory; logical thinking; classification

Listed are 78 tests thought appropriate for the identification of gifted disadvantaged children at the preschool or kindergarten levels. Tests are listed separately for the preschool and kindergarten levels and cover the following abilities: spatial relations, memory, convergent production (logical reasoning), and classification. (DB)

ABSTRACT 2176

EC 06 2176 ED N.A.
Publ. Date 74 31p.
Gallagher, James
Talent Delayed-Talent Denied: The Culturally Different Gifted Child. A Conference Report.
Foundation for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Descriptors: exceptional child education; multiply handicapped; gifted; disadvantaged youth; culturally disadvantaged; minority groups; conference reports; cultural differences; educational needs; talent identification; problem solving; decision making; financial support; program development; teacher education; community resources

The Foundation for Exceptional Children, through a grant awarded by the Robert Sterling Clark Foundation, sponsored a conference on the educational problems of culturally different gifted children. Through small group discussions and papers submitted prior to the conference, participants enumerated the following barriers preventing the establishment of special educational opportunities for culturally different gifted children: the school program, the educational system, the social environment, and the decision-making process. Noted in each of the problem categories were more particular issues such as bias toward middle class children in IQ tests, the lack of emphasis on teacher creativity, and difficulties in obtaining state or federal funds for the gifted. Solutions offered in the four problem categories stressed the need of more respect for cultural pluralism, the importance of school utilization of community resources, changes in teacher selection and teacher training programs, and the need to involve key decision makers at local, state and federal levels. Participants identified some of the existing sources that can support programs and services for culturally different gifted children. (GW)

ABSTRACT 2221

EC 06 2221 ED N.A.
Publ. Date Spr 74 2p.
Gallagher, James J.
Conference on Culturally Different Gifted--A Brief Report.
TAG, Association for the Gifted Newsletter; V16 N3 P9-10 Spr 1974

Descriptors: exceptional child education; gifted; disadvantaged youth; conference reports; identification; educational needs; public policy; community role

Summarized are issues considered at a recent conference on culturally different gifted children. The problems of the culturally different gifted are seen to fall into four categories: teacher-child (the classroom level), educator-child (the educational policy level), public policy maker-child (the level at which societal resources are allocated), and community-child (the level at which the child has to deal with peer and social values different from his own). Solutions suggested by participants include broadening criteria for defining giftedness at the classroom level, expanding the school program to include the entire community at the educator level, and increasing respect for cultural pluralism at the policy and community levels. (DB)

ABSTRACT 2279

EC 06 2279 ED N.A.
Publ. Date May 74 7p.
Sato, Irving S.
The Culturally Different Gifted Child--The Dawning of His Day?
Exceptional Children; V40 N8 P572-6 May 1974

Descriptors: exceptional child education; minority groups; gifted; educational programs; educational needs; disadvantaged youth; cultural differences; definitions; identification; resource guides

The article discusses the educational needs of the culturally different gifted child who is defined as a member of a culture other than the dominant culture who shows potential for outstanding achievement in any area of human endeavor. Procedures for identifying the culturally different gifted child are reexamined and more research with an emphasis on environmental and sociological variables is called for. Focused on are educational programs being instituted throughout the U.S. for the culturally different gifted such as the Cooperative Leadership for Urban Education Project in Tennessee. Provided are eight action steps for effecting qualitatively differentiated programs (such as offering opportunities for students to teach fellow students) and a list of available resources for information and materials (such as the National Association for Gifted Children). (Author/LC)

ABSTRACT 2557

EC 06 2557 ED N.A.
Publ. Date Win 74 14p.
Fitz-Gibbon, Carol T.
The Identification of Mentally Gifted, 'Disadvantaged' Students at the Eighth Grade Level.
Journal of Negro Education; V43 N1 P53-66 Win 1974

Descriptors: exceptional child research; multiply handicapped; disadvantaged youth; gifted; junior high school students; identification; screening tests; teacher role; intelligence tests; ability identification; culture free tests; Raven Progressive Matrices

In an effort to develop a practical, fair method to identify gifted disadvantaged students, several selection methods were evaluated for identifying the top 2% in ability from approximately 400 eighth grade students in an inner-city school. Screening measures used to select students to take the Wechsler Intelligence Scale for Children (WISC) were: a conventional group IQ test, the California Test of Mental Maturity; a 'culture-fair' intelligence test, the Raven Standard Progressive Matrices (SPM) and Advanced Progressive Matrices (Adv SPM); the California Achievement Tests in mathematics and reading; and teacher nominations. Results indicated that an effective and fair procedure for identifying students in the top 2% ability level would be to first administer the SPM to all students, then give the Adv SPM to students who scored in the top 6% on the SPM and to any students strongly recommended by parents or teachers, and finally administer the WISC to students whose Adv SPM scores were in the top half of the sample and students who scored in the top 2% on the SPM.

The top students on the WISC performance scale would be the gifted group. (LC)

ABSTRACT 520

EC 07 0520 ED N.A.
Publ. Date Dec 74 1p.
The Creative Ghetto.
Human Behavior; V3 N12 P37 Dec 74

Descriptors: exceptional child research; disadvantaged youth; low income groups; gifted; childhood; creative ability; imagination; divergent thinking;

Compared were the number and originality of ideas produced in a 10-minute brain storming session by 20 low-income children ages 6-to 13-years-old (60% Black) and 20 affluent gifted children (predominantly White). The disadvantaged group produced a higher number of ideas (202.4) than the gifted (115.1), and also demonstrated greater originality and imagination. (CL)

ABSTRACT 2018

EC 07 2018 ED N. A.
Publ. Date 4Qtr 74 3p.
Solomon, Anita O.
Analysis of Creative Thinking of Disadvantaged Children.
Journal of Creative Behavior; V8 N4 P293-5 4Qtr74

Descriptors: exceptional child research; disadvantaged youth; elementary education; creativity; creative thinking;

Analysis of data on 722 children in first, third and fifth grades of selected elementary schools in the District of Columbia indicates that, on typical tests of intelligence, disadvantaged children perform in a superior manner over advantaged children in many areas of creative thinking in the early years of school, particularly at the third grade level. (Author/GW)

ABSTRACT 2368

EC 07 2368 ED N. A.
Publ. Date Mar 75 22p.
Smilansky, Moshe; Nevo, David
A Longitudinal Study of the Gifted Disadvantaged.
Educational Forum; V39 N3 P273-94 Mar 75

Descriptors: exceptional child education; disadvantaged youth; culturally disadvantaged; gifted; foreign countries; educational programs; historical reviews; program descriptions; program evaluation; residential schools; theories/longitudinal studies; Israel;

A theoretical discussion of social disadvantagement prefaces an explanation of the stages of social-educational programs in Israel's school system and an evaluation of Israel's Boarding Home Fostering Program for gifted disadvantaged children. Cultural disadvantagement is defined in terms of the ability of a group to function according to the cultural norms influenced by the modernization process and established by the dominant group. The following five stages of Israel's social-educational programs are assessed: the pioneer-voluntary stage (pre-1948), the formal equality stage (1948-57), the compensatory education stage (1958-67), the school reform stage (1968-73), and the experimental school stage (1973-present). The Boarding Home Fostering Program is evaluated in relation to its basic assumptions, its selection of participants, its evaluation procedures, participants' success in secondary schools, the social acceptance of boarding students within their classes, and the continuation of studies by participants at higher educational levels. A 10-year followup study is reported to indicate that the boarding program succeeded in creating a better educational opportunity for the disadvantaged gifted than that provided in the conventional educational system. (GW)

ABSTRACT 2730

EC 07 2730 ED N. A.
Publ. Date Apr 75 2p.
Hatch, Albert L.
The Educational Needs of Disadvantaged Gifted Pupils.
Talents and Gifts; V17 N3 P5-6 Apr 75

Descriptors: exceptional child education; multiply handicapped; gifted; disadvantaged youth; educational needs; talent identification; curriculum design;

Stressed is the importance of identifying gifted disadvantaged pupils and of designing innovative educational curricula to foster their development. It is suggested that classroom teachers look for pupils who show qualities such as independence, imagination, and curiosity and provide a curriculum to improve comprehension, visual motor, memory, concentration, vocabulary and verbal fluency skills. (LH)

ABSTRACT 2954

EC 07 2954 ED N. A.
Publ. Date Sum 75 11p.
Bruch, Catherine B.
Assessment of Creativity in Culturally Different Children.
Gifted Child Quarterly ; V19 N2 P164-74

Descriptors: gifted; economically disadvantaged; cultural differences; creativity; testing problems; exceptional child education; disadvantaged youth; student evaluation; measurement techniques;

The assessment of creativity and giftedness in culturally different or economically disadvantaged children is discussed in terms of cultural conditions, general measurement concerns, and suggestions for improving creativity measurement in the culturally different. It is explained that differing cultural conditions (related to psychological factors or lack of equal opportunity) should be considered when determining measurement criteria. Reviewed are four main issues addressed in the literature on measurement and cultural differences: the middleclass, mainstream bases of measurement instruments; the neglect of subcultural values and abilities in current assessment instruments and procedures; motivational negatives related to educators, test administrators and test administration; and fallacies of measuring culturally different groups. Twenty-five suggestions for improving creativity measurement are grouped within the following categories: task construction and content, task conditions and methods, personnel, and alternatives and new directions. (LH)

ABSTRACT 3119

EC 07 3119 ED N. A.
Publ. Date Aut 74 6p.
Torrance, E. Paul
Readiness of Teachers of Gifted to Learn From Culturally Different Gifted Children.
Gifted Child Quarterly; V18 N3 P137-142

Descriptors: gifted; cultural differences; minority groups; rural-urban differences; teacher attitudes; exceptional child education; multiply handicapped; Negroes; American Indians; Spanish speaking;

Analyzed were the responses of 72 teachers of the gifted to a questionnaire designed to determine their readiness to learn and the types of information they hoped to gain from six groups of culturally different gifted students. Results included findings that the teachers were most interested in learning about philosophy of life and goals from rural whites, rural Blacks, and ghetto Blacks; about traditions and folklore from American Indians and Mexican Americans; about language and dialect from Mexican Americans and Cubans; about crafts from American Indians; and about coping techniques from ghetto Blacks. (LH)

ABSTRACT 3126

EC 07 3126 ED N. A.
Publ. Date Aut 74 5p.
Quisenberry, Nancy L.
Developing Language Fluency in the Gifted Culturally Different Child.
Gifted Child Quarterly; V18 N3 P175-179

Descriptors: gifted; cultural differences; language development; language patterns; dialects; exceptional child education; multiply handicapped; maturation;

Culturally different gifted children need continuing opportunities to develop oral language fluency. Educators should be aware of normal stages in the child's language development (such as temporary tendencies to overgeneralize irregular nouns and verbs) and should not expend undue effort correcting apparently ungrammatical dialectal forms that are used by adults in the child's home environment. (LH)

ABSTRACT 307

EC 001 788
Publ. Date 67
The Underachiever, a Guide to Tutorial, Remedial, Diagnostic and Academic Resources in Prep School Programs and Clinics.
EDRS Price 0

Descriptors: exceptional child education; clinics; special schools; private schools; catalogs; college preparation; mentally handicapped; remedial programs; tutorial programs; underachievers; emotionally disturbed; gifted; children; residential schools; physically handicapped; vocational education; guidance; reading improvement; directories; educable mentally handicapped

The major purpose of this directory is to locate programs and facilities for children who require special academic assistance. Identified are about 400 programs stressing diagnostic, followup, planning, tutorial, and remedial services at the college preparatory or general secondary and primary school levels. Information on the range of services and criteria for admission is presented. The schools and clinics are arranged geographically by regions and alphabetically by city within each state. Each entry includes information on the following--(1) name and abbreviated description of population served, (2) address, (3) director, (4) staff description, (5) enrollment criteria, (6) tuition charges, (7) the program, and (8) kinds of services. A separate section describes guidance and remedial clinics by geographic regions. The same information is provided for these clinics as for the schools. An index is included which classifies facilities by the following program features--(1) preparatory schools with instructional helps, (2) fine arts and creative emphasis, (3) study and travel abroad, (4) gifted underachievers, (5) coeducational boarding, (6) girls boarding, (7) moderately emotionally disturbed, (8) mild retardation, (9) physical handicaps, (10) vocational training, (11) reading correction, and (12) academic or preparatory programs with psychological guidance. Also provided is an index of all 400 programs. Illustrated announcements of 35 schools or clinics are also included. This document was published by Porter Sargent Publisher, 11 Beacon Street, Boston, Massachusetts 02108, and is available for $4.40 clothbound and $2.20 paperbound. (DF)

ABSTRACT 1240

EC 003 120 ED 002 755
Publ. Date 57 53p.
McCarthy, Sister Mary Viterbo
The Effectiveness of a Modified Counseling Procedure in Promoting Learning among Bright Underachieving Adolescents.
Regis College, Weston, Massachusetts
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-052

Descriptors: exceptional child research; gifted; counseling; achievement; student attitudes; changing attitudes; underachievers; group counseling; student motivation; grade 9; academic achievement; case studies (education)

The problem was to determine whether significant differences in the scholastic attainment of bright underachieving adolescents could be induced by a short-term small group counseling procedure.

Objectives were to help the students diagnose their own failures and plan ways of repairing their own deficiencies, and to bring about a more positive attitude toward study. The experiment involved 12 bright underachieving ninth grade boys. Biographical data, interest scores, and personality indices were gathered on each subject; 12 disguised case studies were prepared, each characterizing a member of the group. In all cases, one of the problems to be considered was a lack of scholastic achievement. The counseling consisted of a series of six sessions during which each group discussed the cases. It was the responsibility of the group to isolate the problems in each case and to suggest possible ways of resolving them. The changes in school achievement and in attitude which occurred were compared with those of a control group to determine the effects of the counseling procedure and to see whether or not the participants were able to transfer their learnings to their own situations. (AH)

ABSTRACT 1347

EC 003 098 ED 002 815
Publ. Date 59 69p.
Pierce, James V.
The Educational Motivation Patterns of Superior Students Who Do and Do Not Achieve in High School.
Chicago University, Illinois
EDRS mf,hc
CRP-208

Descriptors: exceptional child research; gifted; achievement; motivation; academic achievement; talented students; self concept; social adjustment; peer relationship; grade point average; sex differences; grade 10; grade 12; low achievement factors; higher education; high achievers; low achievers; McClellands Thematic Apperception Test; TAT; Chicago Primary Mental Abilities; California Mental Maturity

The motivational patterns and the educational achievement of talented students were identified and analyzed. The objectives were to determine the differences between achievers and nonachievers in the following areas: motivation toward academic achievement; self concept, developmental history and home background, social adjustment, peer relationships, and parents' social status; and continuation of study beyond high school. Also, the patterns of educational motivation of boys and girls were studied for possible differences. It was found that high achieving students tend to be more highly motivated as measured by the interview Measure of Motivation and, in the case of boys, by McClelland's Test. Value achievement was higher as measured by the Semantic-Differential and, in the case of girls, by Stroufbeck's and Decharms' instruments, and more adjusted as measured by the California Psychological Inventory, Who Are They, and Behavior Description Chart instruments. The girls were more active in extracurricular activities, had more leadership, were more responsible and independent, had somewhat higher social status, came from small families where they were the first-born or only child, had parents who were better educated and held high aspirations for them, saw their fathers as important in their lives, and had mothers who placed a high value on imagination. (JL)

ABSTRACT 1636

EC 002 502 ED N.A.
Publ. Date Jul 67 4p.
Brower, Daniel
Academic Underachievement: A Suggested Theory.
EDRS not available
Journal Of Psychology; V66 N7 P299-302 Jul 1967

Descriptors: exceptional child education; underachievers; gifted; behavior theories; academic achievement; recall (psychological); self concept; counseling

Underachievement is defined as the disparity between capacity and performance, and eight stages in the under achievement syndrome are identified. Treatment implications of the cycle are also discussed. (JD)

ABSTRACT 43

EC 003 009 ED 002 779
Publ. Date Nov 57 71p.
Herrick, Virgil E.; Harris, Theodore L.
Perception of Symbols in Skill Learning by Mentally Retarded, Gifted, and Normal Children.
Wisconsin University, Madison, School Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-151

Descriptors: exceptional child research; mentally handicapped; learning characteristics; gifted; perception; intelligence; skill development; handwriting; spelling; arithmetic; reading

The study investigated how children of different mental abilities perceive learning tasks. Three groups of 10 children each (five boys and five girls) were selected, similar in chronological age, but different in IQ. One group was composed of gifted children from a given school of 810 children; one group was from the public schools; and one group was from special classes for the mentally retarded. Each child was asked to perform certain tasks involving his perception and reproduction of symbols, and his responses were noted by observation and polygraphs. These tasks represented the school learning tasks of handwriting, spelling, arithmetic, and reading. The data recorded on the pupils were analyzed to test the hypothesis that

retarded children perceive and act on symbols in essentially the same manner as do gifted and normal children. High and significant degrees of consistency were discovered among the three groups of children with respect to their responses to the various exercises used. Significant differences were noted, however, among several of the group mean scores. This exploratory study provides the basis for the development of many important changes and improvements in testing procedures, instrumentation, and sample definition. (CG)

ABSTRACT 255

EC 001 333 ED N.A.
Publ. Date May 67 4p.
Chopra, Sukhendra Lal
A Comparative Study of Achieving and Underachieving Students of High Intellectual Ability.
EDRS not available
Exceptional Children; V33 N9 P631-4 May 1969

Descriptors: exceptional child research; achievement; high school students; high achievers; underachievers; socioeconomic status; family background; aspiration; socioeconomic background; cultural environment; family environment; academic achievement; intelligence; student characteristics; India; Raven Progressive Matrices Test

In India, a random sample of 1,359 high school boys in grade 10 (ages 14 to 17) were tested with the Raven Progressive Matrices Test. From the top 25% (340 students) on this test, those scoring in the top quartile on the public high school examination were identified as achievers and those scoring in the lowest quartile as underachievers. Seventy-six matched pairs of achievers and underachievers were selected. Fathers of the achievers had higher levels of education, better occupation, higher incomes, better homes, smaller families, and better cultured atmosphere in the home (all statistically significant with p less than .01). More of the achievers had taken scientific subjects, expected to continue their education, had done some vocational planning, and valued academic performance (all statistically significant with p less than .01). There were no significant differences between groups in ordinal position of the student in his family, parental supervision, or help received with school studies at home. (JA)

ABSTRACT 2754

EC 03 2754 ED N.A.
Publ. Date 71 7p.
Fox, Ann E.
Kindergarten: Forgotten Year for the Gifted?
EDRS not available
Gifted Child Quarterly; V15 N1 P42-8 Spr 1971

Descriptors: exceptional child education; gifted; kindergarten; teacher attitudes; underachievers; classroom environment

The author deals with the problem of the gifted underachiever at the kindergarten level and stresses the importance of completely altering the present kindergarten program. Through the use of illustrations, the stifling of the children's creativity and initiative is emphasized. The place of the kindergarten in today's educational system is discussed and the need to stress the diagnostic function of the kindergarten pointed out. The author identifies some of the central problems in the kindergarten as its lack of content and student performance rigidity. (CD)

ABSTRACT 2133

EC 04 2133 ED 063 698
Publ. Date (64) 17p.
Gifted Underachievers: A Follow-Up Study of Four Types of Treatment.
Toronto Board of Education, Ontario, Canada. Research Dept.
EDRS mf,hc

Descriptors: exceptional child research; gifted; underachievers; group discussion; academic achievement; intermediate grades; followup studies; personal adjustment

Four groups of gifted, underachieving students in intermediate grades were given different treatments for 6 months during the school year 1961-62. Results were based on 36 students, 10 in the human relations group, 11 in the academic group, 8 in the individually counselled group, and 7 in the control or maturation group. Following the treatment and 1 year after treatment, the students were tested for psychological adjustment and academic achievement. All groups were found to improve academically, but the human relations group and the academic group showed greater gains than the remaining two groups. The human relations group also showed significant gains in psychological adjustment, both personal and social, over the years 1961-63; the academic groups showed a significant gain in personal adjustment only during the treatment period. It was concluded that discussion groups, whether they are oriented toward group member feelings and interpersonal problems or toward academic matters, promote psychological adjustment and academic achievement. (For the initial study, see EC 042 134.) (CB)

ABSTRACT 2134

EC 04 2134 ED 063 699
Publ. Date (63) 30p.
Mallinson, Thomas J.
A Comparative Study of Four Types of Treatment in Improving Adjustment and School Achievement of Gifted Underachievers.
Toronto Board of Education, Ontario, Canada. Research Dept.
EDRS mf,hc

Descriptors: exceptional child research; gifted; underachievers; group discussion; academic achievement; intermediate grades; personal adjustment

Four groups of gifted, underachieving students in the intermediate grades were established for purposes of providing varied treatment to improve personal adjustment and academic achievement. The four groups were the human relations group, which was oriented to group discussion of feelings and interpersonal dynamics, the academic group, which focused on the presentation and discussion of scientific and other related subjects in group discussion, individual counseling oriented to the discussion of feelings and interpersonal dynamics, and control group. The human relations group and the academic group participated in weekly 1 and 1/2 hour discussions throughout the 1961-62 school year. There was no specific counseling procedure. Results of posttesting showed that although all four groups improved in areas of adjustment, the human relations group and the academic group only made significantly positive gains. Treatment groups made no greater academic gains than did the control group. It was concluded that participation in small group discussions did improve adjustment, but that this participation did not necessarily improve academic achievement. (For a followup study, see EC 042 133.) (CB)

ABSTRACT 1547

EC 05 1547 ED N.A.
Publ. Date Apr 73 6p.
Bush, Wilma Jo; Mattson, Bruce D.
WISC Test Patterns and Underachievers.
Journal of Learning Disabilities; V6 N4 P251-6 Apr 73

Descriptors: exceptional child research; gifted; underachievers; childhood; test interpretation; Wechsler Intelligence Scale for Children

The Wechsler Intelligence Scale for Children (WISC) test patterns of 28 bright and gifted underachieving children were compared with those of 23 bright and gifted achievers. A comparison also was made of 36 normal-level underachievers with 22 normal-level achievers. Significant differences were found between underachievers and achievers at both levels. A second step involved a rank comparison between the underachievers at both intellectual levels and achievers at both intellectual levels. The WISC Information subtest was the only subtest to show a significant rank deviation between the bright and gifted and normal-level underachievers. No rank deviation differences were found between the achievers at the two different levels. (Author)

ABSTRACT 2078

EC 05 2078 ED N.A.
Publ. Date 71 670p.
Kornrich, Milton, Ed.
Underachievement.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($18.50).

Descriptors: exceptional child research; gifted; underachievers; etiology; academic achievement; psychological characteristics; social psychology; cultural factors; counseling; family influence

Presented are 51 selected readings on academic underachievement of children

in terms of psychodynamic and socio-cultural factors, miscellaneous factors, and a variety of treatment approaches. Selected papers tend to be research reports or clinical case studies, published since 1960, not investigations of a highly specific area of underachievement, and not a prediction of achievement study.

The following titles are among the 29 papers on psychodynamic and socio-cultural factors: The Rorschach Test and School Success Among Mental Defectives, Independence Training and First Graders' Achievement, Parental Attitudes and Academic Achievement, Test Versus Academic Performance in Malfunctioning Students, the Non-Achievement Syndrome, Case Studies in Educational Failure During Adolescence, and Differences Between Normal and Underachievers of Superior Ability. Examples of the 8 miscellaneous papers include titles such as Biographical Factors Associated with Academic Over-and Underachievement, An Analysis of Underachievement, and The Relationship of Otis IQ To Academic Success in Roslyn High School. The following titles are included among the 13 papers on treatment approaches: The Effects of Group Counseling on Gifted Underachieving Adolescents, Perceptual Training with Young Mental Retardates, The Efficacy of Two Organizational plans for Underachieving Intellectually Gifted Children, and An Investigation of Non-Directive Group Therapy with Students in Academic Difficulty. (DB)

ABSTRACT 2428

EC 07 2428 ED N. A.
Publ. Date 75 431p.
Gallagher, James J.

Teaching the Gifted Child. Second Edition.

Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($12.95).

Descriptors: exceptional child education; gifted; disadvantaged youth; definitions; minority groups; identification; curriculum design; creative thinking; discovery learning; problem solving; language arts; administration; teacher education; underachievers; teaching methods; mathematics; sciences; social studies;

The education of gifted children is discussed with reference to the characteristics and identification of gifted students, curriculum modifications, stimulation of productive thinking, administrator and teacher training programs, and the special problems of gifted underachievers and culturally different gifted children. Examined are the cases of four gifted children who are used throughout the book to illustrate specific points, the unique properties of various subgroups of gifted children, and the issues confronting schools that adapt the curriculum to the needs of the gifted. Suggested curricular adaptations in the fields of mathematics, science, social studies, and language arts stress the importance of teaching the most abstract and important ideas possible and of providing the opportunity for gifted children to be active learners. Teaching guidelines point out problem solving strategies as well as means by which teachers can enhance creativity. The program designs of special classes, resource rooms, and acceleration programs are explained, as are training programs for teachers and administrators concerned with the education of the gifted. Also considered are educational strategies designed to improve the performance of gifted underachievers, and educational strategies especially suited to minority-group children. After each chapter, major unresolved issues are noted together with a list of pertinent references. (GW)

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